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HINTS ON EDUCATION.

THE true idea of education includes the physical and moral as well as the intellectual; the whole nature of the child must come within the horizon of the educator's range of view. Each part must be trained and developed, and yet no one department must engross the time or attention of the teacher to the exclusion of the others. Practically each must yield, more or less, to satisfy the demands of the others.

Within the last two years the instructors of the young have been wisely reminded of the many claims physical education has upon their attention. Unquestionably the powers of the body have been, during the last twenty-five years, too much neglected in the instructions of the schoolroom. Still, it behooves us to bear in mind, that because a reform was needed in this direction, and its importance finds a response in every intelligent teacher's heart and efforts, — that it is not the *only* reform that is needed; that to cultivate the physical powers *exclusively*, is to train up a mere athlete, or savage, who would vie with Samson in strength, — without the "Spirit of the Lord" to guide its use and application.

There is great danger that we carry new notions to excess. The

true and wise teacher cannot do everything that a child needs, to insure a high culture from a "gymnastic point of view." He must, if successful, carefully avoid that element of American character, which on the discovery of an error, instantly runs wild in the attempt to reform it, irrespective of the claims which the interests of society require in other relations when viewed in a more comprehensive and deliberate manner.

It is in vain to attempt to correct *all* errors in education instantly, particularly if the faults in methods of instruction have become fixed habits. Who of us, who have been the slaves of any habit, can *at once* rid ourselves of its influence and effects? Errors in systems of instruction, whether relating to physical, intellectual, or moral, must be corrected gradually, and with careful reference to the results produced upon the other departments. By this we mean, of course, errors in principles, and not mere faults in the habits, or details of the teacher's daily duties. These, if wrong, should, of course, be discontinued at once.

The position of the teacher, it seems to us, should be that of a "conservative reformer," — holding fast to that which is good, and joyfully welcoming new light in his sphere of duty. He should be one to eliminate the truth, and present it in such a manner in his instruction that the highest interests of the taught may be secured. The due proportion of time and attention should be given to the various departments of education which their comparative importance demand.

The scholastic Gibbon says, "Every person has *two* educations; one which he receives from others, and one, more important, which he gives himself." Now the educator should strive to do for the pupil that which will prepare him most wisely to gain wisdom for himself. To do this requires a discriminating view of the powers of the child, and the processes of development which will ultimately produce the results aimed at. A sound body is required as a tenement for a sound mind. This was the professed aim of the ancients in their highest schools of culture, consequently they laid much stress upon physical training. The old English idea is embodied in the maxim, "*The field* in summer, the *study* in winter." Until within the recent past, all exercises which were once so popular in England for the training of the bodily powers, were in

most of our American schools either neglected or held in disrepute, and the tendencies of the age were to an excess of *exclusively mental discipline*; very much to the detriment of good health, without which intellectual power is shorn of much of its value and usefulness.

With all our confessed inclinations to conservatism in education, we welcome all the recent attempts to reform this department of instruction, kept as they should be in their legitimate sphere. The good common sense of the teacher must be exercised in regard to the systems of gymnastic training to be adopted, suited to their individual fields of labor. We should rejoice to see the field sports, so beneficial to health and strength, become the daily habits of our youth.

Success in life depends greatly upon the physical health. Power of endurance in every calling must depend mainly upon this, and hence the necessity of giving great attention to this department of education. The value of a healthy and vigorous body cannot well be over estimated.

Having indicated the importance of physical education, and our faith in the means now being used to remedy the neglects of the past, we have still remaining something to accomplish, of which a sound body is but the foundation. The powers of the mind are to be developed and trained. And this must be accomplished by a different kind of exercise. Diligent application is absolutely necessary to self-culture; and the teacher who fails to impress upon the pupils under his charge the importance of hard study — which, with the late lamented President Felton we believe to be eminently healthy, pursued a suitable length of time, continuously — fails to perform a duty which cannot reasonably be pardoned. Resolute purposes are to be stimulated in the mind of the child as early as it has the strength to make mental effort. Plodding is the road to success, and any system of instruction that ignores continuous and earnest labor is false and delusive, and will ruin the taught so far as a thorough scholarship is concerned.

Not long since the writer listened to a statement, made by an educator, that in one of the German schools a lad of eleven years entered school, and after a *three* years course, or at the age of fourteen, the boy understood and could speak *seven* languages with

correctness, having at the same time attended to the Natural Sciences.

Now, not having seen the schools of Germany, we are not prepared to say that seven languages are *not* taught in those schools in so brief a period, but we do believe that no *ordinary* mind can acquire anything like a *thorough* knowledge of any *one* of the seven, either in Germany or America, at that age.

We have no faith in those teachers who claim to teach French, German, Spanish, or any other language in "twelve lessons." The pupil may listen to, and perhaps catch a smattering of these several branches of study thus superficially presented, but in our view it is time wasted, and often worse than wasted. Nothing is truly valuable in education that does not cost real, steady, energetic effort to secure. All labor-saving processes are fallacious in education. The object of study being to discipline and develop the powers of the mind, as well as the acquisition of knowledge, patient labor becomes indispensable, and the intelligent teacher who desires to bless the race must discard the modern notions that *study* and *play* are synonymous.

We do not object to themes or topics being presented in a manner that would be pleasing to the pupil; but any system of teaching that does not recognize the necessity of faithful and persistent thought on the part of the recipient, fails to accomplish its object.

The intellectual aspect of the age is far from satisfactory. It is eminently utilitarian, and that in the lowest sense of the word. To those who believe education to aim at nothing higher than that which will enable the educated to attain a degree of material prosperity, this is indeed the "golden age." It is true that within the last few years we have in America made giant strides in all the arts of life, and unlocked many of the secrets of the material universe of which we boast, as though the purpose of education was to enable a man to become rich, to be successful in the practical pursuits of life. The question of to-day in reference to a man, is "How much is he worth in the market?" "Can he make a sharp bargain?" The power he has to influence trade or to invent some machine which will realize, not wisdom, but money, is the test applied to the great mass of the graduates of our institutions of learning.

To our mind the present condition of peril in our country, is in part to be ascribed to unworthy utilitarian ideas of life and education. From our dizzy elevation the next generation we fear will fall into the valley of humiliation, for which we have fitted them by setting before them that type of civilization which recognizes only a material standard, and ignores the lofty realm of spiritual attainment which does not terminate with the limit of an earthly existence, but penetrates into eternity.

The decline of classical learning is traceable to this grovelling utilitarian view of education. If the dead languages could be translated into gold there would be no lack of explorers in this field, but as it simply nurtures generously the higher powers and finer susceptibilities of the young it is disdained, and rejected by that unyielding tyrant, *public opinion*, which chains in slavery him who is liable to rise to a realm of vision beyond material philosophy.

Another evidence of the tendency of the times to low material views of instruction, is the excess of mathematical training in our schools. This education savors of business tact, of capacity to make money, and its demand is supplied by many instructors who feel that it is an illiberal, unequable training to give a child; but the sentiment of society is so strongly in favor of mathematics that they, being servants of the people, yield to the wrong.

Again, this is an unproductive age in an intellectual point of view. We are a *reading* rather than a *thinking* people, and the books that create a sensation to-day are those which tell a lie most naturally, under the head of a novel "founded on fact," and the new "Tax-Payers' Manual." Of such books as stimulate thought and nourish the intellect we find but few. Unless we reform as a people in the style of our reading, we must deteriorate as a race in all that constitutes strong and vigorous thinkers.

Where is the remedy for these evil tendencies in intellectual education? Principally with the teachers of our country; by gradual, and discreet yet firm steps, they must apply the correctives — discarding the surface currents of society, which impel them upon the superficial and narrow curriculums of study, they must strike out into the deep sea of truth, and endeavor to lead the young to a nobler conception of what a true, comprehensive education is. In the language of good John Hunter, "Is there one whom diffi-

culties dishearten, — who bends to the storm? He will do little. Is there one who *will* conquer? That kind of man never fails." With this sentiment in our hearts, and with a faith in the necessity of a more thorough, as well as a more liberal course of instruction, we may hope to elevate the standard of intellectual attainment among the youth of this generation, and merit the rewards of good and faithful servants in the sphere of duty in which we are called to act.

We must reserve for another article, what we had intended to suggest on the standard of *moral* education the times demand. It is quite apparent that the national troubles of the hour are traceable to a want of that teaching and practice, which truth and common honesty demand. Thoughtful study of moral science unfolds those truths which are needed to strengthen the young mind and heart for the responsibilities of future life.

No department of instruction is more essential to the highest well-being of the race, than that which relates to the ethics of life. The principles which regulate human conduct should be clearly presented in our schools. And in no better way can this be accomplished than by securing a reverence for the teachings of that grand text-book, the Bible, from which we may gain that wisdom which will guide us safely in life, and prepare the teacher and the taught for the fruitions of the life to come.

W. E. S.

THE GREAT PROBLEM IN EDUCATION.

It is ever to be borne in mind, that the question of questions in the work of education is — how to take the soul, as God has made it, with all its latent powers and faculties, and develop it harmoniously, so as to bring out, in their fulness and beauty, the glorious possibilities which are wrapped up in this mysterious germ. This is a very simple statement, and in this form easily comprehended. But when we come to lay down rules and modes by which this general statement may be fully and effectually realised in fact, we come in contact with some of the most subtle and difficult problems, which can possibly engage our attention.

It requires no little study and observation to find out the very best methods of bringing forward any outward, organic growth, like a plant or a tree. Though these are objects open to the senses; though they may be watched day by day with the natural eye, and all their changes quickly noted and recorded, yet it is only by a long course of careful experiment, — close and patient observation, that the highest results can be reached. It may be doubted whether any one has yet so thoroughly mastered any branch in this great department of organic growth, that he can lay down, with absolute certainty, the best rules to be followed. Take the man who stands foremost in the culture of flowers, or fruit, or grain, and you will probably find a man, who is yet in the full course of trial and experiment, and who hopes and expects to make discoveries beyond his present bounds of knowledge. And certain it is, that not one in a hundred of those, whose sole business lies in this great work of organic growth, has any just conception of the capabilities even of the objects which come under his care; much less does he know how to realize these capabilities.

But when we turn from these outward objects, which may be so easily watched and studied, to the unseen soul, lying remote from all direct inspection, and which is only to be grasped and comprehended by silent processes of pure thought, we leave that which is easy for that which is truly difficult. We turn from the tangible to the intangible, from the obvious to the mysterious.

After a preface like this, let it not be supposed, that we have undertaken in this article to solve this problem, or in other words to lay down the laws for the full and harmonious development of the human mind. Our aim is rather to state the problem itself — to set forth so that if possible it may impress the reader with its real dignity and importance. There is great danger of a shallow and superficial philosophy on such a matter as this. We sometimes hear men talk as if they were entire masters of this subject, whereas we are persuaded that far more light is to break upon the world, in the years to come, on points like those now suggested, than has ever yet been enjoyed.

It would be a most curious and interesting chapter of information, if we could go back through all the ages of the past, and gleaming among the records of those nations which have attained

any high measure of scholarship, find out their ways of approach to the human mind, in the work of its discipline and culture. But we should be met by the same difficulty here, which we encounter in many other branches of ancient investigation. The *results* to some good extent remain, and are open to examination; but the *processes* by which those results were reached have for the most perished from the memory of men. If we could only look in upon the daily routine and drill, by which the mind was trained in the dawning civilizations of the East—if we could have a familiar acquaintance with the methods employed, in the early culture of those rare and gifted intellects which shone forth with such splendor in the best days of Greece—if we could mingle with the throng of students that flocked to the grove of Plato, and carefully note the modes of discipline, through which they were conducted, or wander amid the schools of Alexandria or Rome in their palmy days, we should doubtless find much to condemn—much that would bear no favorable comparison with our present methods of culture, but we might also find some things worthy of admiration and which would serve for guidance and direction even in our own time. And certainly the whole survey would be in the highest degree instructive. There can be no doubt that many of the systems of education that have prevailed in the past, have been of the most cramped and ungainly character—poorly fitted for any symmetrical development of the soul. We once met a Prussian Jew, who had been thoroughly educated in the Jewish schools on the continent, and who would stand, we presume, for quite a finished specimen of a scholar such as those schools were designed to furnish. The culminating point of their long and tedious discipline he had fully reached. He could repeat in the Hebrew any verse of any chapter in the Old Testament, which one might name. It mattered not into what portion of these ancient scriptures you might dip, name the chapter and verse and he was ready to respond. Though many years had elapsed since he left the schools, we tested him on this point, and to our astonishment, he could do all that he claimed. His whole education had consisted of this prodigious effort of memory, and beyond this his intellectual training was of small consequence.

We do not suppose that the systems of education which have

prevailed in the past have been generally of so unnatural and foolish a type as this, but taken as a whole they have been far enough from those true and genuine processes by which the powers and faculties of the soul are successfully and harmoniously developed. Take, for example, the systems of education still prevailing throughout the European world, and our impression from all we have been able to learn of them, is, that while they produce remarkable effects, in certain directions, they lamentably fail in others. Take the great Universities of England, Cambridge and Oxford, which are conducted as wisely, probably, as any other European Institutions of this general kind, and though they produce many celebrated scholars, yet the general impress which they leave upon the characters of the great mass of students, who come under their forming power, is far enough from what should be the aim and purpose of the true educator. It would not be safe to say that they destroy as much as they create, but it is safe to say that their influence is in many respects most pernicious. Dr. Arnold felt all this, and his dissent from the received modes of culture, and his attempt to introduce better methods, while it has aroused against him a certain measure of ridicule in his own land, has nevertheless given him an enviable celebrity on both sides the water.

In the preceding remarks, we have not unfrequently used the word *soul*, instead of *mind*, and have done so not without a purpose. The mere mention of the word in this connection will reveal the general direction of our thought. The word *soul*, including, as it does, the moral and emotional part of our nature, as well as the merely intellectual, has a breadth and compass of meaning, which the word *mind* can never have, and it is just here that all our systems of education seem to us most defective. And yet, we are confident that our American systems have aimed higher, and have secured higher results, in this regard, than have been elsewhere realized. Still it is in reference to the culture of the moral part of our nature, that our methods and aims are most deficient. We unduly exalt the intellect. We practically make the impression upon the mind of the scholar, that high intellectual attainments are the main thing to be sought after. We may have many wise maxims, and grave remarks on the other head, but they are mainly overborne by our systems themselves, which are actually aiming to give the intellectual the foremost place.

Now as a matter of fact, the intellectual part of our being is not the most important, whatever Mr. Buckle may say to the contrary. In the conduct of actual life there is a beauty and a value in a pure, virtuous, and well-ordered character which outshines intellectual brightness and outweighs all accumulations of mere knowledge. Even in reference to the best good of mankind in this life — in reference to the peace and highest welfare of human society, important as knowledge is, the practical judgment of men does not give it the foremost place. And if this is true in reference to an earthly life, what shall be said in reference to that after life towards which all human existence is tending?

It may be said that we have here started a question which is full of difficulties — that the principles of mutual toleration upon which our schools are conducted, and must be conducted, preclude the introduction of religious topics, and shut us up mainly to the training of the mere intellect. To this we reply, that it is not of religious topics, properly so called, that we are here speaking. It has been shown by long experience, that amid the conflicts of religious sects and parties, those principles of neutrality and mutual toleration upon which our schools are conducted are absolutely necessary to their highest good. But back of all religion, there is still this moral nature, which is constantly in exercise, and which needs to be guided and trained continually, that it may develop in the direction of what is pure, noble, manly, and right. This subject needs to be kept perpetually before the mind of the educator, as the most important part of his business. And it is just here, probably, that the greatest number of our teachers would fail. In visiting different schools, one soon comes to notice what may be called the moral aspect of the school — what are the relations of the pupils one to another, and to the teachers — what are their manifestations of feeling and character as indicated by look or gesture — what their rule of conduct in respect to decorum and all the little amenities of daily intercourse: and for ourselves, we confess, that when a school makes a poor presentation in these respects, we care little for all the shows of scholarship which it may have to exhibit. In reference to the great ends to be sought for in such an organization, we regard that school as essentially a failure.

In the teaching of children, and especially young children, it

seems to us, that our systems of school education ignore too much that grand and universal law of nature, which ought in this connection to be carefully studied. In the early development of the soul under the general influences which God has more directly ordained, and which act naturally and habitually before our formal systems come in to thwart them, *faith* takes the lead of the *reason*, and becomes the great moving principle of mental growth. Long before the mind has acquired strength for direct investigation and analysis, the child looks eagerly to all who are about him, in the intercourse of life, for knowledge, for information upon ten thousand points which interest his awakening intelligence, and what is thus conveyed to him, he receives by a simple act of faith, with the most unquestioning confidence. So strong is this disposition in children, that nothing is more easy than to impose upon them falsehood for truth — fiction for reality; though he is but a wretched trifler, who can take pleasure in thus abusing a child's confidence. The mind of a child is something too sacred to be thus set up for the sport and entertainment of an idle hour. We have not the slightest doubt, that much of that unconquerable scepticism and unbelief which appear in later life, might be traced to just this abuse of nature in childhood. We often meet with people, who fancy that they have a wonderfully entertaining way of talking to children, while the whole burden of their conversation is simply to bewilder the child's fancy, with things half believed and half not believed, and which are afterwards to be found wholly without foundation.

Nothing is more beautiful in children than this habit of faith — nothing which awakens more readily our interest in them, and draws out our affections towards them. This unquestionably was one of the things had in view, when Jesus said, "of such is the kingdom of heaven." It is this believing, trusting spirit which is peculiarly kindred to heaven.

This one grand outstanding fact, that, through all the early years of life, faith is the main-spring of mental development — that the progress of the soul during these early periods, is so largely dependent upon this principle, is of itself sufficient to show its immense importance in our intellectual economy. And it is a most serious question for inquiry, whether we have given sufficient

heed to this law and have incorporated it properly in our educational systems.

We do not here deny, that there are certain branches of study, which must be entered upon, to some extent, quite early in life, and which, when taught, should be taught thoroughly and exactly. The pupil should approach them, not at all by this principle of faith, of which we have been speaking, but should be expected, so far as he proceeds, to acquire a complete intellectual mastery over them. But the point which we wish to suggest is, whether we do not make far too much of this latter class of studies and not enough of those exercises, in which the child is led onward, by this simpler principle — whether we do not sacrifice certain moral effects which are most beautiful and desirable, by leading the child too early to walk in these sharp and rugged paths of analysis and investigation.

Let no one infer from what here has been said, that we are disposed to indulge in any austere criticism, in respect to our educational systems. We are aware that a vast amount of earnest and valuable thought is bestowed upon this subject, year by year, among the people of this land, and as we have already conceded, our American systems have, as we believe, wrought out higher and nobler results, than have been before seen. We have simply made a few suggestions, such as from time to time occur to us, that may turn the thought in the direction in which we believe great improvements are yet to be made. We doubt not that it is to be far more a subject of thought in the ages to come than it has yet been, how to meet and guide the *soul*, in all its complex parts, so as to secure the highest possible excellence of mind and general character; and that just in proportion as this moral aim, finds more and more a place in our schemes of culture, will the work of education rise in dignity and grandeur.

I. N. T.

THE understanding is not a vessel, which must be filled, but firewood, which needs to be kindled; and love of learning and love of truth are what should kindle it. — *Plutarch*.

THOUGHTS ON READING.

Good Reading, we believe to be — articulating at first sight the written words of another, so as to produce in the listener an intelligent conviction of, and sympathy with, the ideas and thoughts expressed. For this, three things must be pre-supposed ; first, that the listener is in a receptive condition ; second, that the language employed can be readily comprehended by the listener ; and third, that the style of language employed is in accordance with the thoughts designed to be expressed. Without these three essentials, the best of reading will fail to convince and impress ; with them, if the hearer is not compelled to know and feel the thoughts expressed, the fault is entirely with the reader.

Of a good reader the characteristics are three :

I. Correct Utterance ; including the correct articulation of each sound, syllable, and word.

II. Correct Intonation ; including emphasis, pitch, time, quality, force, rhythm, and inflection.

III. Correct Disposition ; including a perfect appreciation of the words and of the thoughts they express ; an emotion corresponding with those thoughts ; and also a desire and intention to produce the same appreciation and emotion in the minds and hearts of the listeners.

Without the first of these, there may occasionally be good reading ; without either or both of the others, never. This is evident from the fact that the first is empirical, provincial ; but the others natural, universal, and therefore unchangeable. Perfection in reading, however, requires the union of all of these. By what education, then, shall they be obtained ?

I. Correct Utterance. Although this, as we have just said, is not absolutely essential to good reading, yet perhaps no characteristic of good reading has been attended to, of late years, in our schools more than this, or with so little corresponding success. The trouble appears to be, not that the direct instruction in pronunciation given to the reading class is faulty, but, that this instruction is contradicted and counteracted by the daily practice of teacher and pupils. Besides the usual direct instruction in pronunciation, care should be taken that not a word be mis-pronounced

by either teacher or pupils, through the day, without being noticed and corrected. In teaching spelling, great care must be taken in regard to the pronunciation of the words. The words, if spelled audibly at all, should frequently be spelled phonetically, i. e., by their elementary sounds. With younger scholars, who cannot write the words, this method should always be employed. Audible, "literal" spelling, is one of the most effective methods of teaching mis-pronunciation. Whenever it is absolutely necessary, as in correcting words that have been written for spelling, that a word should be spelled literally, the whole word should first be distinctly pronounced; each syllable as spelled should be distinctly pronounced, even though that syllable consist of but a single letter; and then again the whole word should be re-pronounced; thus placing the greatest possible number of checks against mistakes.

There is one common method of teaching mis-pronunciation that should be noticed here; that is, allowing scholars to move their lips while studying. When whispering to themselves in this way, it is within bounds to say that not one in a hundred of the words is correctly or perfectly pronounced, and the habit is thus formed of clipping and mis-pronouncing words. For this reason, if for no other, children should never, from their first entering a schoolroom to lisp the alphabet, be allowed to move lips or tongue while studying.

II. Correct Intonation. This is the only essential to good reading that can be made purely mechanical. It can be secured by either of two ways; by philosophical rules and principles, such as are found in all of our best reading-books; or it can be obtained by devoting all the attention to the third characteristic, correct disposition, when correct intonation will follow as a natural sequence therefrom. The combination of both of these ways would undoubtedly be preferable, though the latter must be most depended upon, especially with younger pupils; for abstract rules and principles, dry anywhere, when placed at the beginning of reading-books, are usually regarded as the driest of the dry.

III. Correct Disposition. To impart this, the teacher's energies should principally be directed. Obtain this, correct intonation will come of itself, and then correct utterance can easily be obtained by the indirect means previously mentioned. And, though

all the energies of the teacher of reading should be called into action to impart this, still the means of so doing are few and simple.

1. The pupil should have an intelligent understanding of the piece to be read. This should be secured by previous study of both the reading-book and dictionary on the part of the pupil, and by previous explanations given by the teacher.

2. The pupil should be made to feel an interest in the subject of the piece. This can be secured by care in making the selection; by the adaptation of the subject to the views and habits of the pupils; by slight, off-hand, curiosity-exciting allusions, (those great helps of the teacher;) or by the teacher's manifesting his own interest.

3. The pupil himself should not only feel an interest in the lesson, but should also have a strong desire to produce a corresponding interest in others. In some, an ambition to become good readers will produce this. In others it must be secured by the tact of the teacher himself. Is an argumentative piece read — take, apparently, the opposite side, and thus draw out the ideas more fully and perfectly. Is a descriptive sentence read — ask some, — any, question about it; — what was the color of the house — had it blinds, — and nine chances out of ten, not only will the statement that the house was white with green blinds, be distinctly stated, but also the whole sentence will be correctly read. The reading of dialogues is a great help to this end, and if more of the matter in our reading-books consisted of dialogues, better readers would be the result.

4. The pupil should be spurred on by his enthusiasm. The teacher should excite this by feeling it and showing it, himself. Let him read the lesson himself as though he felt and meant it and intended others to do the same, and unless the scholars have been made mere machines by previous improper training, then they, too, will read the lesson as though they fully appreciated and enjoyed it, and, as the result, others will also appreciate and enjoy.

E. P. B.

REASON is a very light rider, and easily shook off. — *Swift*.

HISTORY: ITS LESSONS.

BY REV. ROBERT ARIS WILLMOTT.

HISTORY is to be regarded in an educational light, as it opens new sources of information. A scholar may be six thousand years old, and have learned brick-making under Pharaoh. Never lived such a citizen of the world; he was Assyrian at Babylon, Lacedæmonian at Sparta, Roman at Rome, Egyptian at Alexandria. He has been by turns a traveller, a merchant, a man of letters, and a commander-in-chief; presented at every court, he knew Daniel, and sauntered through the picture-gallery of Richelieu. Dryden called history a perspective glass, carrying the mind to a vast distance, and taking in the remotest objects of antiquity.

How many battles by sea and land the student has witnessed! He clambered with the Greeks along the rocky shore of Pylus; he heard the roar of falling houses when the Turks stormed Rhodes; three times he was beaten back with Condé by that terrible Spanish infantry, which tossed off the French fire like foam from a cliff; he recognized Dante in the struggle of Campaldino; stood by the side of Cervantes when an arquebus carried away his left hand; and stooped with a misty lantern over the bleeding body of Moore.

A cultivated reader of history is domesticated in all families; he dines with Pericles, and sups with Titian. The Athenian fish-bell often invites him to the market to cheapen a noisy poulterer, or exchange compliments with a bakeress of inordinate fluency. A monk illuminating a missal, and Caxton pulling his first proof, are among the pleasant entries of his diary. He still stops his ears to the bellowing of Cleon; and remembers, as of yesterday, the rhetorical frown of the old tapestry, and the scarlet drapery of Pitt.

To study history is to study literature. The biography of a nation embraces all its works. No trifle is to be neglected. A mouldering medal is a letter of twenty centuries. Antiquities, which have been beautifully called history defaced, compose its fullest commentary. In these wrecks of many storms, which time washes to the shore, the scholar looks patiently for treasure. The painting round a vase, the scribble on a wall, the wrath of a demagogue, the drollery of a farce, the point of an epigram — each pos-

sesses its own interest and value. A fossil court of law is dug out of an orator; and the Pompeii of Greece is discovered in the Comedies of Aristophanes.

Lord Bacon denounced abridgments with eloquent anger. But who can traverse all history? When Johnson was asked by Boswell if he should read Du Halde's account of China, he said, "Why, yes, as one reads such books — that is to say, consult it." Of many large volumes the index is the best portion and the most useful. A glance through the casement gives whatever knowledge of the interior is needful. An epitome is only a book shortened; and, as a general rule, the worth increases as the size lessens. There is truth in Young's comparison of elaborate compilations to the iron money of Lycurgus, of which the weight was so enormous, and the value so trifling, that a yoke of oxen only drew five hundred pounds sterling. The lives of nations, as of individuals, concentrate their lustre and interest in a few passages. Certain episodes must be selected; such as the ages of Pericles and Augustus, Elizabeth and Leo, Louis XIV. and Charles V. Sometimes a particular chapter embraces the wonders of a century; as the Feudal System, the dawn of Discovery, and the Printing Press. The fragments should be bound together by a connecting line of knowledge, however slender, encircling the whole fields of inquiries. The regal, the ecclesiastical, and the commercial elements are to be combined. The visitor must not spend his leisure in the Coliseum, to the exclusion of St. Peter's; nor think himself familiar with London, unless he goes to the Exchange.

Another aspect of history is the moral, as it cherishes the feelings of virtue, and enlarges their action. Southey felt confident that Clarendon, put into his youthful hands, would have preserved him from the political follies which he lived to regret and outgrow. Guicciardini, also, has some claim to his reputation of communicating high thoughts to his readers; but the assertion that historians, in general, have been the true friends of virtue, will be rejected by all except the credulous, or the indifferent.

We have only one national record of which the single design is to elevate and direct the mind. Jewish History is God's Illuminated Clock set in the dark steeple of time. It is a man's world which common narrative describes. Actions are weighed in man's

scales. The magnitude of a deed determines its character. Paul Jones is a pirate; Napoleon is a conqueror. One assassination is a murder; ten thousand deaths are glory. Yet it is supposable that, in the eyes of angels, a struggle down a dark lane and a battle of Leipsic differ in nothing but excess of wickedness.

History is a moral teacher, however, in despite of its ministers. When Poussin gathered a handful of dust from the ground, and declared it to be ancient Rome, he was abridging philosophy in an epitaph. Tyre, burned by Alexander, and sacked by the Mamelukes, is a homily on fortune.

“What does not Fate? The tower that long had stood
The crashing thunder and the warring winds,
Shook by the sure but slow destroyer Time,
Now hangs in doubtful ruin o’er its base,
And flinty pyramids and walls of brass
Descend. The Babylonian spires are sunk;
Achaia, Rome, and Egypt, moulder down.
Time shakes the stable tyranny of thrones,
And tottering empires sink with their own weight.”

There is a sound of solemn sadness in the saying, that the glory of man is but as the flower of grass — a more perishable thing than the grass itself, more alluring to the eye, but exposed to fiercer enemies, and to the swifter ruin of the scythe. They are gone — the tyrants of ancient dynasties, with their splendor and cruelty — and have bequeathed to their successors the warning voice of the Prophet, “*Where will ye leave your glory?*” Think of the question having been asked of Sesostris, or Belshazzar! But so it comes to pass. Their magnificence is taken off, like robes and crowns when a coronation is over. The great conqueror strikes his sword into life, and a gulf yawns between Caesar and his legions. The glory remains on this side of the chasm. The light of an empire dies out, like embers on a cottager’s hearth. All the flashing shields of Persia, with the silver throne of Xerxes in the midst, could not cast one ray into the shadows. How is the king to summon his guard? What bridge may swing across the darkness between eternity and time?

But history teaches another lesson from the grandeur of olden monarchs, before the moth fretted their purple. It was not alone the crumpled rose-leaf that tortured their enervated senses. Fears,

mysterious and spectral, continually rose up with menacing aspect. Oriental annals are funeral sermons. Southey has painted, with a truthful sublimity, the feelings of Mahomedan sovereigns,—mourners in magnificent festivals, wretched in the sunshine and smiles of beauty, and ever listening, in the golden palace, for the destroyer's trumpet at the gate. The apprehension haunted them in youth, and overwhelmed them with a horrible dread in age. A vision in the night, a strain of music, a strange face in needlework, startled them into tears. "Haroun al Raschid opened a volume of poems, and read, 'Where are the kings, and where are the rest of the world? They are gone the way which thou shalt go. O thou who choosest a perishable world, and callest him happy whom it glorifies, take what the world can give thee, but death is at the end!' And at these words, he who had murdered Yahia and the Barmecides wept."

Whatever chapter of history we may open, some text of alarm is certain to strike our eye. Europe shares the terrors of Asia. In the noble words of Raleigh, "Death, which hateth and destroyeth a man, is believed; God, which hath made him and loves him, is always deferred." But conscience, chilled by the stealing shadow, tosses on its bed. Charles the Fifth unclutches Navarre; and the remembered blood of martyrs drops heavily—the warning of the storm—upon the pillow of Francis.

DICTATION EXERCISE IN SCHOOL.—In the House of Commons recently, Lord Robert Cecil stated that the following lines were assigned by an assistant commissioner as an exercise in dictation to the children belonging to an Ipswich school:

"While hewing yews, Hugh lost his ewe,
And put it in the *Hue and Cry*.
To name its face's dusky hues
Was all the effort he could use.
You brought the ewe back, by-and-by,
And only begged the hewer's ewer
Your hands to wash in water pure,
Lest nice-nosed ladies not a few
Should cry, on coming near you, 'Ugh!'"

AMERICAN INSTITUTE OF INSTRUCTION.

WE are indebted, mainly, to the *Springfield Republican* and *Vermont School Journal* for the following report of the meeting of the Institute.

It is *not* in all respects such a synopsis of the proceedings as we should have written — failing, as it does, in many instances to represent *clearly* the sentiments of those who participated in the exercises. Had we been less engaged in securing recruits for the army, we should have prepared a digest of the exercises for the *Teacher*. — ED.

THE Thirty-third Annual Meeting of the American Institute of Instruction was commenced on Wednesday afternoon, at Hartford, in the State House, A. P. Stone, Esq., of Plymouth, President, in the chair. Rev. Dr. Hawes opened the exercises with prayer. Mr. Washburn of Hartford made a formal address of welcome to the members assembled, on behalf of the committee of reception. When he finished, Gov. Buckingham came forward, on behalf of the State, with his welcome, and was received with warm cheers.

The President responded in a happy manner, and Hartford as a *City*, and Connecticut as a *State* having shaken hands with the American Institute, and the American Institute having shaken hands with the City and State, the Institute proceeded to business.

The President read his annual address. Mr. Stone alluded to national affairs, and briefly examined the value of our system of popular education in comparison with the Southern system, as revealed by the light of the war. The difference in the spirit of the two sections — the barbarous practices of one side and the decency and morality of the other — he claimed, grows out of the fact, well attested, that in some of the rebel muster rolls, nine-tenths of the soldiers can not write their names, while there is hardly a native loyal soldier who can not write his name. The next thing in the programme, after the President's address, was a discussion on the "Methods of Teaching Geography." The discussion was opened by Mr. Boyden of Bridgewater. There were three things essential in teaching Geography, he said, — first, a definite idea of what was to be done; second, an appreciation of the class of minds for which we lay out our work; and third, a comprehension of the natural order of presentation. Mr. Boyden thought that there should be one method pursued with children and another with those more advanced, and spent the most of his time in revealing the method

he would pursue with primary classes. He would try to give them ideas as to size, direction, distance, form, etc., as essentially preliminary to any competent understanding of the science. This he would do mainly through familiar oral exercises. Map-drawing from memory was represented to be an essential matter. Mr. Hewett of Bloomington, Ill., followed. There were two ways of regarding the earth as a subject of study, he said; first, as a whole, going down through its various divisions to the minutiae — what might be called the analytic method; the other beginning with the minutiae and going up to the whole, or the synthetic method. We can not follow either strictly, but he favored the synthetic. If practicable, the best way to study geography would be to travel. The memory will retain the form of the parts of the earth seen, and associate with it all related facts. With pictures and books, he would make the study as much like travel as possible. All our ideas of geography exist in forms, and the picture of a form within the mind must be the framework upon which to grasp all associated forms and facts. Fordyce A. Allen of Pennsylvania continued the discussion. He did not believe in the use of globes for primary classes. Children can not comprehend the spherical form of the earth. He would not present mathematical geography to a child at all. It is impossible to make a thinking child believe that the earth is "a globe or ball," because his eye tells him otherwise. So the best way is to take his mind as it is, and teach him the minor facts about him, till he can comprehend more. Mr. Allen said he knew a man in Pennsylvania who still believed that the earth was fixed and flat.

SECOND DAY — THURSDAY.

The discussion of the methods of teaching geography was resumed, Mr. Dickinson, of the Westfield State Normal School, addressed the Institute. He cared less for methods than for a thorough understanding, on the part of the teacher, of the true principles in teaching. Let every teacher have his own method, if he only understood the principles. The first thing to be done in geography is to teach isolated facts; the second is to teach the causes and relations of the facts, which constitute the science. The teaching of the facts is not the teaching of geography at all,

necessarily, but only the communication of elementary ideas of form, distance, etc. After elementary facts are passed over, and the child begins to inquire into the causes of facts, the time comes for a scientific course, the natural order of study being first the form, second the size, and third the surface of the earth, — then climate, latitude, productions, cities, peoples, customs, etc. He would be very careful in the matter of illustrations, so that pupils will learn to locate all countries and all places on the earth, and not on the map. Mr. Northrop thought the thing most neglected in our teaching was relative topography. He would have the world built up around our home, and pupils in answering questions as to the direction of different places, should always be made to point to those places, thus getting and giving an idea of their location with relation to themselves.

Geography was laid on the table and the regular subject of discussion for the morning was taken up, viz.: "How can the Study of English Grammar and of the English Language be made more Efficient and Beneficial?" The discussion was commenced by Mr. Ansorge of Dorchester. He contended that to teach grammar well we must begin where scientific men began to make grammar, among the parts that make language. The grammars that we put into the hands of pupils are too general, but the teacher ought to be the master of the book, rather than the book the master of the teacher. He would start first with facts, apparent or easy to be apprehended; afterwards he would employ the reflective faculties in the science. In Germany, many of the schools have no text-books at all, with the exception of the Bible, hymn-book, and catechism. Everything taught came from or through the teacher. Mr. Philbrick of Boston stated his views of grammar, and testified to the value of good text-books. He said that Massachusetts some years ago was led away from the true path by an enthusiast who went for subordinating text-books and making the teacher everything. It did damage, and he was for putting good text-books into schools and bidding the teachers use them. Mr. Northrop thought the great trouble in teaching grammar was the mechanical use of the text-books and in the failure to cultivate the expressive faculties. The great object of grammar is to teach how to speak and write — how to express thought; and that object should be con-

stantly in mind in using the text-book. Mr. Philbrick did not believe the cultivation of the expressive faculties was necessarily a part of the object in studying or teaching grammar. He was told when a boy, to write a composition on virtue. He had nothing to say about virtue — he had nothing to express, and that is the case with most boys who study grammar. They have nothing to express. Prof. Greene of Providence thought the real defect in teaching grammar was in not making pupils realize what they study. It is easy to learn, for instance, what the text-books say about number in grammar, but the lesson on this should be a living one — illustrated until there is in the pupil's mind, a perfect understanding of what number essentially is in language. The teacher needs text-books, but he needs to use them well. Dr. Woolworth of Albany, N. Y., Secretary of the Board of Regents of the University, believed in Murray's definition of grammar, that it is "the art of speaking and writing the English language correctly," and this art is taught at first through mother, nurse, and teacher. It should be their business to talk correctly and well; afterward it would be well to study grammar as the science of language. Mr. Beredict of New York City was in favor of committing the old, well-tried rules and formulas to memory. Murray's definition of English grammar is a landmark. It is something never to be forgotten, and something which cannot be improved. Who would think of re-writing the propositions of Euclid? No one. They have been prepared with the greatest precision of language and logical accuracy. After these rules, formulas, etc., have been committed to memory, it is the duty of the teacher to see that the pupil understands them, and this he should be at liberty to effect in his own way. It is impossible to get these rules and formulas, which he deemed essential to an available and reliable education, without good text-books. If he were going to teach either geography or grammar, he would teach them and not something else, beginning to teach a science by teaching related sciences. The morning session was brought to a close by a lecture from Mr. Kendall of the Rhode Island State Normal School.

In the afternoon a lecture was delivered, by Wm. H. Russell of New Haven, Ct. The aim of the lecture was to exhibit and enforce the advantages of a military system of education. He intro-

duced his lecture by an allusion to the looseness of the management of a pupil's time, in most of our schools,—the ease with which apologies from parents were put instead of time spent in the school-room, and the universal lack of punctuality in school matters. There was not only a lack of punctuality but a lack of exactness in almost everything. The inexactness would be remedied by definiteness of aim. We should teach the boy to be and to do what the world will require him to be and to do. We need, too, more earnestness and honesty in our moral definitions and teachings. We are lax everywhere, and need not only more punctuality, exactness, and more honest morals, but the enthronement of rightful authority. After enlarging upon these themes, of which we are able to give only the most incomplete hints, Mr. Russell brought forward military schools as not only better in the matter of punctuality, but as better in all general and particular accuracy than any other. West Point secures greater accuracy than any other institution in the country. The government of the institution is more efficient. It has its will, which is law, and that law is enforced. Nowhere else can you hear in the college the word of command, unmodified by the political element; and it is worth one's while to go there once to hear it. The difference between West Point as a self-governing institution, so far as reporting delinquencies among the students, by the students, is concerned, and other institutions, was shown. At West Point, the officer of the day, taken from the students, is for the time put upon his honor, and does his duty, and no one finds fault; while a university with which he was acquainted was absolutely defeated by the students themselves, in the endeavor to maintain a monitorial system. We establish our colleges to do good generally, without any specific aim. The military institution drives to a single definite result. Still we must remember that war is not the business of the world, but only the means by which the arts of peace are pursued and secured.

The programme fixed a discussion to follow the address. Subject: "Ought Military Instruction to be generally Introduced into our Schools?" Mr. Philbrick of Boston said that the present generation had been reared in profound peace. The war spirit evoked by the old French and Indian wars, and by the long war of the Revolution, had died out. Peace societies had been organ-

ized which had not only persistently denounced war, but ridiculed military training. In our Northern States it was almost as much as a man's reputation was worth to belong to a military company. We were all devoted to the arts of peace, and the accumulation and enjoyment of money. We were all unprepared to enter upon the most terrible military conflict the world has ever known. We find ourselves obliged to go into the war with the smallest stock of military talent. He would not stop to calculate the thousands of lives lost and the millions of treasure already sacrificed, in consequence of our lack of military knowledge as a people. And now we know that, however this rebellion may result, this generation will necessarily cultivate the military art. Now, what is meant by a military education? There are two kinds, or grades. The first is for the rank and file, and consists mostly in physical training. The second is for those in command. The officer must be trained upon a broad, scientific basis. What have Common Schools or the regular run of educational institutions to do with this? Nothing, in his judgment. The officers will continue to be educated in military schools, while the common soldiers will be educated for their duty in the camp. The most of the teachers of our schools are women, and they cannot handle arms or teach the manual. Moreover, he thought that punctuality and exactness could be secured without military training, provided they existed in the teacher, and unless they did exist in the teacher, nothing could be done with a military system.

In the evening, the Institute met to hear a lecture from the Rev. Mr. Richardson of Worcester. His subject was "Popular Education as related to Nationality." The evening exercises were closed by the congregational singing of America.

THIRD DAY — FRIDAY.

The discussion of military education was resumed, speakers being confined to five minutes. Gideon F. Thayer of Keene, N. H., opposed the introduction of the subject into our public schools. Mr. Allen of Newton agreed with the first speaker. Mr. Northend of New Britain, Ct., spoke against the introduction of military education into our schools. Some new thing, he said, is continually offered to the Institute for adoption. Mr. Bulkley of Brooklyn argued that military education is demoralizing. Mr. Wetherell

of Boston spoke against it, as did Messrs. Parish of Springfield, Northrop of Massachusetts, Allen of Pennsylvania, Jones of Roxbury, Allen of Newton, Adams of Boston, and Rev. Mr. Trask of Fitchburg. Mr. Greenleaf of Brooklyn, N. Y., rather favored the introduction of the military element into the school system. Messrs. Sawyer of New Hampshire, Woolworth of New York, and Dr. Lewis of Boston, also opposed the introduction of military education into our schools. Here the subject was laid on the table by a vote of the Institute. The views presented by Mr. Russell, in his lecture yesterday, were severely handled by the speakers generally. There was a most thorough and unanimous dissent from the notion of introducing military tactics into the public schools. It was urged that the tendency of such an innovation would tend to the essential demoralization of the young.

Resolutions were offered commemorative of the death of President Felton, and of Mr. Kimball of Needham, Mass., members of the Institute. Remarks were made by Thayer, Parish, Wetherell, and Ticknor, and the resolutions were adopted.

At 11 A. M. a lecture on the "Progress of Learning in Europe," was read by L. W. Grandgent of the Mayhew School of Boston. In tracing the history of the subject, he stated that Ireland was the seat of learned men of Western Europe from the third to the ninth century. Oxford University and Cambridge University were founded subsequently in England. At the beginning of the ninth century, knowledge was revived. Thus the lecturer traced his subject down to the present day.

AFTERNOON SESSION.

D. N. Camp, in his lecture, spoke of the change and progress of man, under the influences of education. He alluded to the influences of the press in the work of education. "The Teacher, as the Agent in the work of Civilization," was his subject. He spoke of art, science, and literature as the means to be used in the work of education. He sketched the line of teachers down from Adam, through Moses, Joshua, Abraham, the prophets, princes and priests, coming down to the time of Jesus and the apostles; and leaving sacred history he spoke of the teachers of Greece and Rome, including orators, historians, philosophers, poets, and artists; also

of Arabia, Turkey, Spain, England, Ireland, and our own country.

The evening session was, as usual, devoted to brief addresses on the condition of the schools, and state of education in the States represented by teachers at the meeting of the Institute.

UNCOUTH ENGLISH.

WITHIN a few years a neologistic phrase has become more or less frequent in both colloquial and written language, and is used by the educated as well as those who make no pretensions to letters. It is seen in the following quotations, to wit: "The house is *being* built," "The money is *being* collected," "Books are *being* reprinted," "Are *being* educated," "It was *being* uttered," etc. Such phrases as these, the distinguished Archbishop Whateley, the learned rhetorician, logician, and scholar, calls "*Uncouth English*."

Pickbourn, in his Dissertation on the English verb, says, "The propriety of these imperfect passive tenses has been doubted by almost all our grammarians." The *North American Review* says, "Several other expressions of this sort now and then occur, such as the new-fangled and most uncouth solecism, 'is being done' for the good old English idiomatic expression, 'is doing,' — an absurd periphrasis, driving out a pointed and pithy term of the English language."

Everett wrote, "The spot where this new and strange tragedy was acting;" Daniel Webster, "An attempt is making," etc.; Irving, "The fortress is building;" also, "The expedition is fitting out;" the *North American Review*, "The church now erecting;" Cooper, "The movement was making;" Bancroft, "While these things were transacting in England;" Bishop Whitehouse, "The money is collecting." Examples like the foregoing might be almost indefinitely multiplied from the best English writers on both sides of the Atlantic; but let these suffice by way of illustrating what is regarded as good English, and also of condemning "Uncouth English," justly so called.

The late Prof. Gibbs of Yale College, and who was a celebrated

philologist, remarked as follows upon this "uncouth solecism," — "The house is being built," "It is liable to several important objections :

"1. It appears formal and pedantic. There is a stiffness about it. The easy and natural expression, is, *the house is building*.

"2. It is not found in the common English version of the Bible. 'Then said the Jews, forty and six years was this temple *in building*;' 'while the ark was *a preparing*.' In comparing these and other examples that might be cited from the Bible, there was no occasion to use this participle [being]. Indeed, it is of quite modern origin.

"3. The words *being built* thus used have a different meaning from what they have in the sentence, *the house, being built*, will be rented. There is no reason why the same words used as an attribute, and as a predicate, should differ in meaning. There is nothing in the phrase which fits it for this new use. The difficulty, which lies in the nature of the past participle, still remains.

"4. It has not, so far as I know, the support of any respectable grammarian."

Dr. Worcester, in his new Dictionary, condemns such a use of "*being*," as is now common in some newspapers ; also in colloquial language.

Goold Brown, in his "Grammar of English Grammars," discusses this solecism at length, and exposes its absurdity with great clearness and force. "Orders are now concerting," "The books are printing," "The books are selling," and many more of a like construction are condemned by some critics, under the notion that the participle in *ing* must never be passive. Mr. Brown says, "but the usage is unquestionably of far better authority, and, according to my apprehension, in far better taste, than the more complex phraseology which some late writers adopt in its stead ; as, 'The books are now being sold,' 'Whiskey shops are being opened.' The question, says Mr. Brown, is 'Which is the most correct expression, 'While the bridge *was building*,' — 'While the bridge *was a building*,' or, 'While the bridge *was being built*?' Or are they all wrong ? If all wrong, then reject them, and say, 'While they *were building the bridge*.' Dr. Johnson wrote, 'I *am going*,' 'I *have been walking*,' etc., 'The grammar is now printing,'

Grammatica jam nunc chartis imprimitur. 'The brass is forging,' *Æra excuduntur.* The Doctor preferred, 'The brass is *a* forging,' 'The book is *a* printing,' '*a* being properly *at* and *printing* and *forging* verbal nouns.' Mr. Brown objects to this. As to the notion of introducing a new and more complex passive form of conjugation, as 'The bridge *is being built*,' 'The bridge was being built,' etc., it is one of the most absurd and monstrous innovations ever thought of. Yet some who delight in huge absurdities, declare that this 'modern innovation is likely to supersede' the simpler mode of expression. Thus for 'The work *is publishing*,' they say 'The work is being published.' This is certainly no better English than 'The work *was being published, has been being published, had been being published*, shall or will have been being published, and so on through all the moods and tenses. What a language shall we have when our verbs are thus conjugated!"

A certain Irish critic outdoes these Americanisms, cited above, by repudiating the passive use of the participle in *ing*, and by denying the passive form of the present tense, "I am smitten," "I am loved," etc., and says the true form is, "*I am being smitten*," "*I am being loved*," etc. This author dedicated his grammar to *Common Sense*.

The absurdity of using "*being*" as employed in the following construction, "The house is *being built*," is obvious; for, the implication is, "The house is existing, built," or "is built," when progression or progressive building is intended. Consider for a moment the synopsis of this construction through the modes and tenses, as, "The house is being built, was being built, has been being built, shall or will be being built, shall or will have been being built; the house may or can be being built, might could would or should be being built, may or can have been being built, might could would or should have been being built; the infinitive "to be being built, to have been being built;" and the participle, "being being built, being been built, having being been built."

If this does not convict any thoughtful student of the monstrous absurdity of this mode of writing, then there is little or no hope of his linguistic reformation. Of such, let it be said as of Ephraim of old, "He is joined to his absurdity, let him alone." Let the good old idiomatic expression, or mode of construction in such

cases be adhered to, both in writing and in speaking, and let this "new-fangled and most uncouth solecism," "is being done," etc., etc., be forever eschewed. — *Boston Cultivator*.

THE SCOTCH MUSIC-MASTER.

A HIGHLAND piper, having a scholar to teach, disdained to crack his brains with the names of semibreves, minims, crotchets, and quavers. "Here, Donald," said he, "tak' yer pipes, lad, and gie us a blast. So, verra weel blawn, indeed; but what's a sound, Donald, without sense? You may blaw forever without making a tune o't, if I dinna tell you how the queer things on the paper maun help you. You see that big fellow, wi' a round, open face (pointing to a semibreve between two lines of a bar,) he moves slowly from that line to this, while ye beat ane wi' your fist and gie a long blast; if, now, ye put a leg to him ye mak' twa o' him, and he'll move twice as fast; an, if ye black his face, he'll run four times faster than the fellow wi' the white face; but if, after blacking his face, ye'll bend his knee, or tie his leg, he'll hop eight times faster than the white-faced chap I showed you first. Now, whene'er you blaw your pipes, Donald, remember this — that the tighter those fellow's legs are tied, the faster they'll run, and the quicker they're sure to dance."

DERRIVAL tells us that the old English word *diaper* is derived from *d'Ipre*, a town in Flanders, where clothes were embroidered with rich work. It was a very choice word, as shown in the classic lines —

"So works the dainty Spring,
When she doth *diaper* the ground with flowers."

Resident Editors' Department.

THE ROLL OF HONOR.

LUCIUS A. WHELOCK, Usher in the Dwight School, Boston, has enlisted in Capt. Fowle's company, Tiger Regiment, for nine months' service.

We have not heretofore displayed our *Roll of Honor*, because we had no names to inscribe upon it. No doubt scores of teachers from our State are now serving in the armies of the Union, but from want of sufficient information we have been unable to record their names. We would, therefore, invite our readers to send us the names of such, stating the company and regiment to which they belong, and in what capacity they are serving.

Mr. Wheelock enlists as a private from entirely patriotic motives. He retains his connection with the school, his place being supplied during his absence. If he only makes as good a soldier as he is a teacher, nothing more can be asked of him.

Here is a good example; who will follow it? For ourselves we do not feel like asking any man to go to the war, for the knapsack is not yet strapped to our own shoulders. But we think every able-bodied man in the community should ask himself the question, — *Is it my duty to go to the war?* As he answers it to his conscience, so let him do. •

AMERICAN INSTITUTE OF INSTRUCTION.

HARTFORD, CONN., Aug. 20, 1862.

THE American Institute of Instruction commenced its Thirty-third Annual Meeting at the State House in this City, at 2½ o'clock P. M.

A. P. Stone, Esq., President of the Association, in the chair.

Rev. Dr. Joel Hawes of Hartford invoked the divine blessing.

Rev. A. E. Washburn, in behalf of the Committee of Arrangements, and the citizens and teachers of Hartford, extended a cordial welcome to the members of the Association.

Hon. D. N. Camp, in a few remarks, introduced His Excellency, Gov. W. A. Buckingham, who expressed his deep interest in the objects of the Association, and warmly welcomed the teachers to the capital of the State of Connecticut.

The President appropriately responded to the words of welcome extended by the representatives of the City and State.

The President then read his annual address.

On motion of J. W. Bulkley of Brooklyn, N. Y., the reading of the minutes of the last annual meeting was dispensed with and the records approved.

Messrs. Hedges of N. Y., Northrop and Adams of Mass., Sawyer of N. H., Allen of Conn., Valentine of N. Y., and Greene of R. I., were appointed a committee to nominate officers for the ensuing year.

A committee on teachers and teachers' places was appointed, consisting of Messrs. Bulkley of N. Y., Boyden and Haddon of Mass., Allen of Penn., and Phelps of Conn.

The topic, "Methods of Teaching Geography," was discussed, according to assignment. A. G. Boyden, Esq., of Bridgewater Normal School, opened the discussion, and was followed by Messrs. Hewitt of Ill., Allen of Penn., Greenleaf of N. Y., and Bartlett of Conn.

On motion of the Secretary, W. E. Sheldon, Esq., the subject was laid on the table, and the Institute, on motion of Mr. Northend of Conn., adjourned to meet at 8 o'clock P. M.

EVENING SESSION.

The Institute met in the Central Congregational Church. The President in the chair. The minutes of the afternoon session were read by the Secretary and approved.

An interesting and able lecture was delivered by Samuel Eliot, President of Trinity College, Hartford.

On motion of Mr. Wetherell of Boston, the Institute adjourned to meet the next morning, at 9 o'clock, in the Vestry of the Central Church.

THURSDAY MORNING.

The Institute assembled at the Vestry of the Central Church, at 9 o'clock A. M., and was called to order by the President.

Prayer was offered by Rev. Geo. Trask of Fitchburg, Mass.

The records of the evening session were read by the Secretary, and approved by the Institute.

On motion of Nathan Hedges, Esq., of Newark, N. J., the topic, "Methods of Teaching Geography" was taken from the table and discussed by J. W. Dickinson of Westfield, Mass., and Rev. B. G. Northrop of Saxonville, Mass.

On motion of H. E. Sawyer of Concord, N. H., the subject of "Methods of Teaching Geography" was laid on the table, and the question "How can the Study of English Grammar and of the English Language be made more Efficient and Beneficial" was taken up. This discussion was opened by Chas. Anson of Dorchester, Mass., and continued by Hon. John D. Philbrick of Boston, Prof. S. S. Greene of Providence, S. B. Woolworth, Secretary of the Regents of N. Y. University, and Erastus Benedict of New York City Board of Education.

Dr. Butler, Superintendent of the Insane Asylum, extended an invitation to the members of the Institute to visit "The Retreat."

Hon. J. D. Philbrick moved that the invitation of Dr. Butler be accepted, and the Institution be visited at 4½ P. M.

On motion of J. W. Dickinson the Institute took a recess of 5 minutes.

At 11½ A. M., Joshua Kendall, Esq., Principal of Rhode Island Normal School, gave a lecture, after which the Institute adjourned to meet at 2½ o'clock P. M.

AFTERNOON SESSION.

At 2½ o'clock P. M., the Institute was called to order by the President.

The records of the morning session were read and approved.

The Secretary stated that a gold watch, lost by a lady member of the Institute, was found and returned by an honest servant girl—Miss Nichols of No. 13 Prospect street.

Major General Wm. H. Russell of New Haven, Conn., was introduced as the lecturer of the hour.

At the conclusion of Mr. Russell's lecture, the question "Ought Military Instruction to be generally introduced into our Schools?" was presented.

The subject was discussed by Hon. J. D. Philbrick, Superintendent of Public Schools of Boston.

The Association adjourned at 4½ P. M. to visit the Retreat for the Insane.

EVENING SESSION.

The Institute assembled at 7½ P. M. at the Universalist Church:—the President in the chair. The subject assigned for discussion, "Ought Military Instruction to be generally introduced into our Schools?" was reassigned for 9 o'clock, Friday morning.

Rev. B. G. Northrop read the annual report of the Board of Directors which was accepted by the Institute.

At 8 o'clock the President introduced Rev. Merrill Richardson of Worcester, Mass., who delivered an address on "Popular Education as related to National Welfare."

On motion of Mr. Hedges, voted to adjourn to 9 o'clock Friday morning.

FRIDAY MORNING.

The Association met at 9 o'clock A. M. in the vestry of the Central Church. Meeting was called to order by the President.

Prayer was offered by Henry E. Sawyer of Concord, N. H.

The Secretary read the records of the afternoon and evening session, which were approved.

Wm. D. Ticknor of Boston, Treasurer, read his annual report, showing a balance of \$239.20 to the credit of the Institute. The report was accepted.

On motion of Mr. Ariel Parish, the following resolution, offered by Mr. Richards of Washington, D. C., was taken up for consideration:

Resolved, That the *American Journal of Education*, published by Henry Barnard, LL. D., is, in the opinion of this Institute, a work of great labor and merit, presenting the most complete history of education and of educators ever published; and that it ought to be possessed by every professional teacher and friend of education.

Remarks were made by Messrs. Parish, Sawyer, Hedges, and Woolworth, and the resolution was unanimously adopted.

On motion of W. E. Sheidon the speakers were limited to ten minutes, which on motion of Mr. Wetherell of Boston was amended and only five minutes allowed to each person, in the further discussion of the military question.

Messrs. Thayer of Keene, N. H., N. T. Allen of West Newton, Chas. Northend of New Britain, Ct., J. W. Bulkley of New York, Leander Wetherell of Boston, Ariel Parish of Springfield, B. G. Northrop of Saxonville, F. A. Allen of Penn., Chas. W. Jones of Roxbury, Geo. E. Allen of West Newton, Wm. T. Adams of Boston, Trask of Fitchburg, Greenleaf of Brooklyn, N. Y., H. E. Sawyer of Concord, N. H., S. B. Woolworth of Albany, N. Y., and Dr. Dio Lewis of Boston, participated in the discussion.

On motion of Nathan Hedges of N. J., the subject was laid upon the table, and the Institute took a recess of five minutes.

Gideon F. Thayer of Keene, N. H., offered the following resolutions :

Resolved, That in the demise of Rev. DANIEL KIMBALL of Needham, within the past year, the Institute has lost an old and valued member and Vice-President of the Association.

Resolved, That as a scholar, a teacher, a friend of temperance, of peace, of Christianity, and of universal good will to man, Mr. Kimball stood in the foremost rank of the philanthropists of our country.

Resolved, That his integrity was unimpeached, his purity unspotted, his fidelity as a citizen unrivalled, and as a husband and father, he was a model to all men in those relations.

Resolved, That we sympathise most sincerely with his suffering friends, and pray that those consolations which they severally need, under their serious bereavement, be extended to them by the benignant father of us all.

Resolved, That these resolutions be entered on the journal of the Institute, and that the Secretary transmit a copy thereof to the family of the deceased.

Mr. Parish of Springfield offered the following resolutions in reference to the decease of President Felton :

Resolved, That in the recent death of CORNELIUS CONWAY FELTON, late President of Harvard College, the American Institute of Instruction has been bereaved of one of its most esteemed and valued members.

As a scholar, — a genial associate and gentleman, — a thorough teacher, — a friend and staunch supporter of the cause of education, from the primary to the collegiate department, — a noble citizen and patriot, — his removal causes a vacancy in the deliberations and counsels which will not be soon nor easily filled.

We desire to tender to the family and friends of the deceased, our heartfelt sympathy in this their irreparable bereavement.

Appropriate remarks were made by Messrs. Parish, Wetherell, and W. D. Ticknor.

L. Hall Grandgent of the Mayhew School, Boston, then read a lecture on the "Rise and Progress of Education in Europe."

Adjourned to 2½ o'clock P. M.

AFTERNOON SESSION.

The Institute assembled at 2½ o'clock and was called to order by the President.

Messrs. Valentine of Brooklyn, N. Y., Wilson of Taunton, Mass., and Hedges of Newark, N. J., were appointed a committee to distribute, collect, and count votes, for the election of officers for the ensuing year.

The following officers were unanimously elected :

President — A. P. Stone, Plymouth, Mass.

Vice-Presidents — Samuel Pettes, Roxbury, Mass.; Barnas Sears, Providence, R. I.; Gideon F. Thayer, Boston, Mass.; Benjamin Greenleaf, Bradford, Mass.; William Russell, Lancaster, Mass.; Henry Barnard, Hartford, Conn.; William H. Wells, Chicago, Ill.; Alfred Greenleaf, Brooklyn, N. Y.; William D. Swan, Bos-

ton, Mass.; Charles Northend, New Britain, Conn.; Samuel S. Greene, Providence, R. I.; Ariel Parish, Springfield, Mass.; Leander Wetherell, Boston, Mass.; Geo. B. Emerson, Boston, Mass.; Nathan Hedges, Newark, N. J.; Zalmon Richards, Washington, D. C.; John W. Bulkley, Brooklyn, N. Y.; Thomas Sherwin, Boston, Mass.; Jacob Batchelder, Salem, Mass.; George S. Boutwell, Groton, Mass.; John Kingsbury, Providence, R. I.; George Allen, Jr., Boston, Mass.; Charles Hammond, Groton, Mass.; D. N. Camp, New Britain, Conn.; J. D. Philbrick, Boston, Mass.; Joshua Bates, Boston, Mass.; Anson Smyth, Columbus, Ohio; Alpheus Crosby, Salem, Mass.; Ebenezer Hervey, New Bedford, Mass.; B. G. Northrop, Framingham, Mass.; George F. Phelps, New Haven, Conn.; John C. Pelton, San Francisco, Cal.; Henry E. Sawyer, Concord, N. H.; William F. Phelps, Trenton, N. J.; J. Escobar, Mexico; E. P. Weston, Gorham, Me.; E. F. Strong, Bridgeport, Conn.; D. B. Hagar, Jamaica Plain, Mass.; Hiram Orcutt, West Brattleboro, Vt.; B. B. Whittemore, Norwich, Conn.; Daniel Leach, Providence, R. I.; Samuel B. Woolworth, Albany, N. Y.

Recording Secretary—Samuel W. Mason, Boston, Mass.

Corresponding Secretaries—B. W. Putnam, Boston, Mass.; John Kneeland, Roxbury, Mass.

Treasurer—William D. Ticknor, Boston, Mass.

Curators—Nathan Metcalf, Boston, Mass.; Samuel Swan, Boston, Mass.; J. E. Horr, Brookline, Mass.

Censors—William T. Adams, Boston, Mass.; James A. Page, Boston, Mass.; C. Goodwin Clark, Boston, Mass.

Counsellors—Daniel Mansfield, Cambridge, Mass.; Charles Hutchins, Boston, Mass.; J. W. Allen, Norwich, Conn.; George N. Bigelow, Framingham, Mass.; Richard Edwards, Bloomington, Ill.; T. W. Valentine, Brooklyn, N. Y.; J. E. Littlefield, Bangor, Me.; Moses T. Brown, Toledo, Ohio; Henry L. Boltwood, Lawrence, Mass.; Joseph White, Williamstown, Mass.; George T. Littlefield, Somerville, Mass.; William E. Sheldon, West Newton, Mass.

The President announced that members of the Institute could visit the Armory of the Colt Manufacturing Co., at 6 o'clock P. M.; also that A. G. Hammond, Esq., had invited the members of the Institute to visit his residence, after the evening session, to witness the "Night-Blooming Cereus" in full bloom.

Hon. D. N. Camp, Commissioner of Common Schools for Connecticut, delivered a lecture on "The Relation of the Teacher in advancing Civilization;" after the close of the lecture the Association took a recess of five minutes.

The President stated that he had just received a telegram from Hon. Wm. D. Swan, announcing that he should not be able to meet with the Institute at its evening session.

On motion of Mr. Hedges, the topic "Methods of Instruction best adapted to develop in Pupils the power of *Communicating Knowledge*," was taken from the table.

Rev. Dr. Joel Hawes made some excellent and pertinent remarks upon the subject; also expressing his unfeigned pleasure in having the Institute assemble in Hartford; he commended its object and aims and sincerely desired success to attend it.

On motion of Mr. Wilson of Taunton, Mass., the Institute adjourned to 8 P. M.

EVENING SESSION.

The Institute reassembled according to adjournment at 8 o'clock and was called to order by the President, Mr. Stone.

Hon. Henry L. Barnard, LL. D. of Hartford, Conn., announced the death of Loring A. Andrews, and offered appropriate resolutions in honor of his memory.

On motion of Gideon F. Thayer of Keene, N. H., Mr. Barnard was requested to prepare a biographical sketch of the life and services of Mr. Andrews.

On motion of Leander Wetherell, Esq., of Boston, the subject assigned for discussion was laid on the table, and the following gentlemen, in speeches of five minutes each, made statements as to the progress, condition, and interests of education: Messrs. Wetherell and Sheldon of Mass., Upson of N. J., Valentine of N. Y., Allen of Penn., Bulkley of N. Y., Kendall of R. I., Richards of Washington, D. C., Hedges of N. J., Goldthwaite of Mass., Sawyer of N. H., Thayer of N. H., and Camp of Conn.

Mr. Bulkley of Brooklyn, N. Y., offered the following resolutions, which were adopted unanimously:

Resolved, That the thanks of this Institute are due, and are hereby tendered to the Local Committee of this City, for the provisions made for our accommodations, and the facilities enjoyed during the session.

Resolved, That those Hotels which have liberally reduced their usual rates of fare, and have in various ways contributed to our pleasure and comfort, be tendered our hearty thanks.

Resolved, That our thanks be given to the following Railroad and Steamboat Companies for free return tickets from this meeting to our homes, viz.: the Eastern; Boston and Maine; Boston and Lowell; Nashua and Lowell; Wilton and Stony Brook; Essex; Old Colony and Fall River; Worcester and Nashua; Boston and Providence; Hartford, Providence and Fishkill; New Haven, Hartford and Springfield; Connecticut River; New Bedford and Boston and Taunton Branch; New Haven and New York; Hartford and New Haven Steamboat Companies; and the Boston and Worcester Railroad; also to the Trustees of the Centre and Universalist Churches for the free use of their respective buildings.

Resolved, That the several gentlemen who have given us lectures during the session be tendered our thanks for the same, and that copies be respectfully requested for publication.

Resolved, That our gratitude is due and heartily tendered to Dr. Butler of the Insane Retreat, for his polite invitation to visit the Institution, and for his courtesy and politeness, during the visit, thus made delightful to us all.

Resolved, That we cannot too highly commend this Institution, in view of its order and neatness; the complete adaptation of all its parts for the care, comfort and restoration of its subjects: for the skill and success in the treatment of the same; to the liberal patronage of the State; to the sympathy of the people; and the confidence of those whose friends may need that peculiar treatment, which this class of Institutions alone affords.

Resolved, That our thanks be hereby tendered to the Trustees of the Wadsworth Athenæum, and the Historical Society, for opening the rooms of these Institutions, and affording the members of the Institute the pleasure and profit of examining the wonders of art, ancient and modern, there exhibited.

Resolved, That we tender our thanks to A. G. Hammond, Esq., for his polite invitation to visit his house and see the "Night-Blooming Cereus" in full bloom.

Resolved, That we present our thanks to the Superintendent of Colt's Armory, for an invitation to visit the shop and witness the various operations in the manufacture of the celebrated *Colt's Pistol*.

Resolved, That as patriots and Christians we regard the present state of our be-

loved country, with the deepest interest; that we look upon the present rebellion as the result of the most unnatural and unholy war, waged against the freest and best government under heaven; prompted by the ambition of wicked men, who are resolved on the "rule or ruin" of the inheritance of our fathers, secured to us by their labor, sufferings, and blood.

Resolved, That, with all our hearts, we sympathize with the President of the United States, in his efforts to sustain the government and our institutions, in this hour of peril; and that we pledge our lives, our property, and our sacred honor, in vigorous and prompt action, in subduing the rebellion and establishing peace.

Resolved, That our sympathies and prayers are with and for our beloved fathers, brothers, and friends in the army and navy; that we tender to them assurances of the warmest love and kindest regards; that we pledge ourselves to watch over and provide for their loved ones at home, and trust that the day may not be distant when they shall return to us, and in the bosom of their families again rejoice in the peace and prosperity of our beloved country.

Wm. D. Ticknor of Boston offered the following resolution, which was adopted unanimously by a rising vote:

Resolved, That the heartfelt thanks of the members of the American Institute of Instruction be and are hereby tendered to Wm. E. Sheldon, Esq., for his faithful, energetic, and successful efforts to promote the interest of the Institute, during the two years he has been its Secretary.

On motion of Mr. Hedges of N. J., the Institute, after singing the Doxology, adjourned *sine die*.

QUESTIONS FOR CANDIDATES FOR CHELSEA HIGH SCHOOL, 1862.

HISTORY.

1. In what did the colonization of America originate?
2. At what date was the Confederacy of the United Colonies of New England formed? For what purpose? How long did it continue, and what terminated it?
3. What were the first Civil Communities in which the free toleration of religion was recognized?
4. What territory of North America did the French claim at the date A. D. 1750? On what was the claim founded, and how was it finally settled?
5. Give England's pretext for taxing the Colonies, and the reasons for the course the Colonies pursued in regard to it.
6. Name the Presidents of the United States in the order of their election with dates and times of service.
7. What difficulties arose when the American army was about to be disbanded, and how were they settled? In what proportion to their nominal value were the army notes sold?

8. In what year was the Constitution of the United States adopted? What was the form of government from the close of the war at that time, and what was gained by the adoption of the New Constitution?

GEOGRAPHY.

1. For what purpose is the surface of the earth divided into imaginary circles, such as the equator, parallels of latitude, and meridians of longitude?

2. What is meant by climate, and what influence has it on animal and vegetable life?

3. In what does a Republic differ from a limited Monarchy? Which is preferable, and why?

4. What is meant by the Atlantic and Pacific slopes, and what may hence be determined with regard to the river systems of North America?

5. Load a vessel at New York for New Orleans: freight the vessel from New Orleans for Liverpool; thence to Smyrna; thence to St. Petersburg; thence to Canton; thence to New York, touching at Calcutta. State the various articles taken as freight at the different ports; and, commencing with the voyage, name the different waters through which you sail.

6. What are the trade winds? Within what limits do they occur, and what causes them?

7. Name the islands and groups of islands in the Mediterranean Sea.

8. How is each of the following political divisions bounded, and what is the capital of each: Prussia, Arabia, Michigan, Brazil?

ARITHMETIC.

1. What is the difference between the greatest common divisor and the least common multiple of two or more numbers? Find the least common multiple of 5, 16, 24, 32, and 48; and give the reasons for your method.

2. Upon what does the value of a fraction depend?

3. Divide $\frac{8\frac{3}{4}}{7}$ of $(6\frac{1}{4} + \frac{1}{3}$ of $\frac{2\frac{1}{2}}{5} - 2 \div \frac{1}{2})$ by $\frac{2}{3\frac{1}{3}} \times 3$.

4. What is the difference between a decimal and a vulgar fraction? Add together $3\frac{1}{2}$, .0004, $124\frac{6}{13}$, 11.0101, .1, $9\frac{7}{8}$.

5. $\frac{1}{10}$ of a link is $\frac{1}{8}$ of what fraction of a mile?

6. A bought $1568\frac{1}{4}$ lbs. of sugar and lost thirty-three and one-third per cent. of it, and sold twelve-and-a-half per cent. of the remainder for \$.095 per lb.; what did A receive for what he sold?

7. A has bought of B as follows:

April 15, 1857, on three months' credit, a bill of	\$300 00
May 1, " " four " " "	600 00

B has also bought of A as follows :

May 15, 1857, on three months' credit, a bill of	\$300 00
June 14, " " four " " "	900 00

When shall B pay to A the balance of the debt ?

8. If a two-penny loaf weighs 8 oz. when wheat is 6s. 9d. per bushel, how much bread can be bought for 3s. 4d. when wheat is worth 13s. 6d. per bushel ?

9. Four men buy a grindstone 3 feet in diameter, what length of radius shall each wear off successively so that each may wear off $\frac{1}{4}$ of the stone ? Make the answer correct to four places of decimals.

10. The diameter of a bushel measure being $18\frac{1}{2}$ inches and the height 8 inches, required the side of a cubic box which shall contain that quantity ?

GRAMMAR.

1. Which division of Grammar treats of the correct spelling of words ? When are *w* and *y* consonants, and when vowels ?

2. When may a common noun become proper ? Write an example of a common noun ; a proper noun ; a collective noun ; an abstract noun ; a verbal noun. Write a sentence in which a proper noun is used as a common noun.

3. Write the plurals of money, echo, thief, chief, portico, goose, court-martial, handful, Knight-templar, eight, if, madame, swine.

4. Write the feminine forms of boy, king, son, youth, nephew, wizard, monk, steer, bridegroom, Jew, host, duke, actor, abbot, emperor, hero, marquis, tiger, negro, executor, landlord, husband, gentleman.

5. Give the synopsis of the verb choose in the second person singular : also conjugate the verb choose in the present indicative and present potential, interrogatively and negatively, at the same time.

6. What is a verb ? How are verbs classified according to their form ? How, according to their use ? What are the properties of a verb ? Define them.

7. Name the participles of begin, break, freeze, hurt.

8. What is a sentence ? Analyze the following extract from Pope's "Essay on Man," and parse the italicised words :

"Remember, man, 'the universal cause
Acts not by partial, *but* by general laws,'
And makes *what* happiness we justly call
Subsist not in the good of one, but *all*."

INTELLIGENCE.

PERSONAL.

C. A. Daniels has been appointed Principal of the High School, Malden.

S. G. Cowdrey has been appointed teacher in Woburn, in place of *Dyer Freeman* resigned.

Harrison E. Leland has been appointed Principal of the Washington School, Neponset, Dorchester,

BOOK NOTICES.

THE AMERICAN JOURNAL OF EDUCATION. Edited by HENRY BARNARD, LL. D. No. 3, New Series. September, 1862.

Mr. Barnard has decided to bring together in a single volume the *Papers on Military Education*, he designed to publish in successive numbers of his *Journal*. The present number is devoted to the military schools of France and Prussia. Our nation is suffering sadly from the want of properly trained officers. More attention must be paid in future to military education. Everybody feels this, peace men as well as war men. Mr. Barnard, in thus devoting his pages to a description of the best military schools of Europe, meets a public want.

This *Journal*, devoted as it is to all departments of education, deserves the support of teachers, and of all who have the cause of education at heart.

ATLANTIC MONTHLY. — The October number has reached us. *Autumnal Tints*, by Thoreau, is a good article, and just in season. The most valuable article is *The Sanitary Condition of the Army*, by Dr. Jarvis. It cannot be too widely circulated. *David Gaunt* is completed, and *Mr. Artell* continued. Hawthorne gives us *Leamington Spa*. The publishers never issue a poor number.

HALL'S JOURNAL OF HEALTH. The October number contains an article on *Curiosities in Bread*, describing a method of making bread without yeast by forcing into it carbonic-acid gas; also *Health Tracts*, and *Soldier Tracts*.

AMERICAN SCHOOL INSTITUTE. — Many teachers and committees will be interested in reading the advertisement of this valuable establishment for the transaction of all kinds of business pertaining to teachers and schools. Send for a full circular.

August, 1862.

D. APPLETON & CO.,

443 and 445 Broadway, New York,

NOW HAVE READY,

Quackenbos' English Grammar.

12mo. 288 pages. Muslin. 63 cents.

THIS new school book, by the well-known and popular author of works on Composition and Rhetoric, presents many peculiar and invaluable improvements both in the treatment and in the arrangement of the subject matter.

DEFINITIONS are approached by means of preliminary illustration, which makes their abstract language intelligible, while it is in process of learning.

WORDS are classified under the parts of speech entirely and exclusively, according to their *use*. All such inconsistencies as "adjectives used as nouns," "adverbs used as adjectives," "transitive verbs used intransitively," etc., are avoided. A word used as a noun is called a noun, a verb used intransitively is called an intransitive verb, etc. This simple and natural course does away with all *arbitrary* classification of words, and enables every pupil to classify them readily and correctly for himself.

THE RULES OF SYNTAX are not left till the end of the book, but are introduced as they are needed, in connection with etymological parsing. Thus is avoided the absurdity (inevitable in all books that keep back the Rules of Syntax) of requiring a pupil to give the case of nouns in instances in which he can have no possible clue to it.

THE MATTER is divided into Lessons of convenient length, followed, in every case, by a practical Exercise, which immediately applies, in every variety of way, the principles just learned. This gives an opportunity for a great amount of Exercise — of lively interest to the pupil, and direct practical utility — not only in parsing and false syntax, but also, under etymology, on the forms of words, etc.

A BRIEF and rational method of analyzing sentences is presented, not encumbered by technical terms, not perplexing to the teacher, or requiring labor on his part to make it available.

DIFFICULTIES are boldly met and clearly dealt with. There is no non-committalism. A Lesson is expressly devoted to the explanation of perplexing constructions.

In minor particulars, it is claimed that this book will be found to contain many improvements. All these cannot be specified here. Suffice it to say that it is believed to possess superior merit, especially in its drawing clear lines for distinguishing the several parts of speech; in its ignoring the neuter gender, an absurdity engrafted on English Grammar from the classical languages; in its treatment of the comparison of adjectives; in its lucid and comprehensive exposition of auxiliaries and practical directions and Exercises for teaching their proper use; in its introduction of *need* as an auxiliary of the present potential; and in its peculiar terseness and perspicuity of style. The book aims, to *educate*, in the true sense of that word — to *draw out* the pupils powers of thought — to make his mastery of language intelligent and not mechanical, and to render Grammar as attractive a study as it has heretofore been repulsive.

Single Copies, for examination, sent at half price.

Sept. '62.

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STATE OF NEW JERSEY, DEPARTMENT OF PUBLIC INSTRUCTION, Newark, Feb. 17, 1862.

MR. MOORE, — Dear Sir: My opinion of your Improved Inkstand accords entirely with that expressed by yourself and other gentlemen whose names I find in your printed circular; and it gives me pleasure to recommend it to teachers and school officers, believing that it will answer the purpose for which it is intended.

Yours respectfully,

F. W. RICORD, State Sup't of Pub. Schools of N. J.

CAMBRIDGE, Aug. 30, 1861.

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C. C. FELTON, Pres. Harv. Col.

From the author of Greenleaf's Mathematical Series.

BRADFORD, Feb. 18, 1862.

MR. MOORE, — Dear Sir: I have examined your School Inkstand, — I have seen nothing of the kind which I consider so well fitted for our Common Schools. There are many advantages attending this which belong to no other. The ink is kept safe, and does not evaporate.

Yours respectfully,

BENJAMIN GREENLEAF.

From the author of Payson, Dutton & Scribner's System of Penmanship.

BOSTON MERCANTILE ACADEMY, Jan. 14, 1862.

MR. MOORE, — Dear Sir: I am using your School Inkstand in this Academy, and am happy to say that it meets the wants of the school-room in every respect. I consider it a model Inkstand.

J. W. PAYSON, Principal.

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 All interested are respectfully invited to correspond with us.

Published by ROBERT S. DAVIS & CO., Boston.

Sept. '62. — tf.

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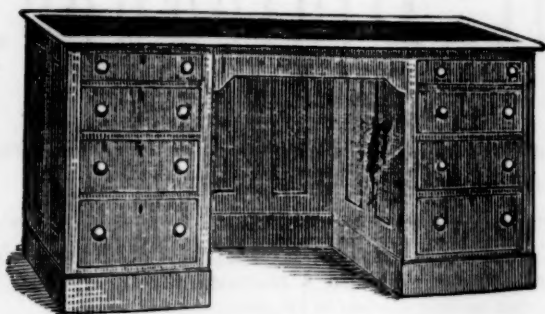
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